



Leigh St Mary's Church of England Primary School

SEND Information Report

What is an SEND Information Report?

Each school's SEND Information report is part of Wigan Council's Local Offer and is part of the Special Educational Needs and Disability (SEN&D) reforms from the Children and Families Act 2014.

Local authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social services for children and young people who have Special Educational Needs or are disabled.

The main purposes for the Local Offer

- To improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities.
- To make it easier for all families to find this information by making it available in one place.
- To improve provision by working directly with families, children and young people.

For further information on Wigan Council's Local Offer see:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Leigh St Mary's Church of England Primary School SEND Information Report

Our report at Leigh St Mary's provides information about provision, support and procedures which we offer to parents/ carers of children who have Special Educational Needs or are disabled (SEND). This report has been written in collaboration with parents, children, governors and staff.

Our School Mission Statement

INSPIRE To be the best that I can be

BELIEVE To believe I can make a difference for good in this world

ACHIEVE To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Children have special educational needs or disability (SEND) if they have a learning difficulty or a disability that calls for special educational provision to be made for them.

With this report we aim to answer questions you might have about how our school will contribute to the **Wigan Authority Local Offer**. Should you have any other questions please contact Mrs Watson, Headteacher and Special Educational Needs Co-ordinator (SENCO) in school or Miss McMillan Key Stage 2 Special Educational Needs Co-ordinator. Further detail about our provision for children with additional needs can be found in our **SEND policy** which can be found on the school website.

We hope that by answering the following questions you will have all the information you need about how Leigh St Mary's can support your child.

What is a Universal Offer and Ordinarily Available Inclusive Practice?

At Leigh St Mary's CE Primary School, our inclusive approach ensures that all children, including those with special educational needs and/or disabilities, have access to high-quality teaching and learning every day. We are committed to providing a universal offer that reflects the principles of the Greater Manchester Ordinarily Available Inclusive Provision (OAIP) and Wigan's Additional Practice Toolkit (APT). These frameworks outline the high expectations and inclusive practices that should be routinely available in all mainstream settings, without the need for additional or specialist provision.

Our universal offer focuses on meeting the diverse needs of all pupils through Quality First Teaching, differentiated planning, and adaptive approaches that promote participation, achievement, and wellbeing. This includes:

- A nurturing and relational school.
- A curriculum that is ambitious, inclusive and accessible, with reasonable adjustments made to remove barriers to learning.
- Classrooms and learning environments that are communication-friendly, sensory-aware and organised to promote independence and engagement.
- Regular assessment and monitoring to identify needs early, adapt provision and celebrate progress for all learners.
- Strong partnerships with parents and carers through clear communication, co-production of support plans and access to the Wigan Local Offer for SEND.
- Ongoing professional development to ensure staff have the skills, knowledge and confidence to support a wide range of needs within the classroom.

Where additional needs are identified that go beyond ordinarily available provision, we draw upon the graduated response outlined in the Wigan Additional Practice Toolkit. This ensures that appropriate, targeted support is implemented and regularly reviewed in collaboration with families and external agencies, enabling every child to flourish and achieve their potential.

The Wigan Additional Practice Toolkit (WAPT)

The Wigan Additional Practice Toolkit (APT) complements the Greater Manchester Ordinarily Available Inclusive Provision by outlining the additional, targeted strategies that can be implemented when a pupil's needs go beyond what is typically expected within universal provision. The WAPT supports schools in delivering a graduated response, providing practical guidance and evidence-based approaches across the four broad areas

of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. At Leigh St Mary's, we use the WAPT to inform planning, intervention and review, ensuring that support is matched precisely to each child's individual profile of need. The toolkit enables staff to reflect on current practice, identify effective strategies and seek further specialist advice when necessary. By embedding the principles of the WAPT, we ensure a consistent, structured and responsive approach to meeting additional needs within our inclusive, nurturing school community.

How does our school know if children need extra help?

- By Early Years teachers visiting nurseries and preschool establishments and liaising with staff before your child starts school.
- By Early Years teachers conducting home visits prior the children starting school in Reception.
- By teachers talking with parents/carers on preschool visits and through formal or informal meetings in school.
- Through information passed on by other agencies (e.g. Speech and Language service, Educational Psychology service) prior to starting school and whilst attending our school.
- By the class teacher identifying any concerns using classroom observation and informal assessment.
- Through the school's tracking system which records the progress each child makes and is updated half termly.
- Through the records of children transferring from other schools.

What should I do if I think my child may have special educational needs?

- Talk to your child's class teacher. We have an open door policy whereby parents/carers can speak to a teacher before or after school or make an appointment for a more lengthy discussion.
- Parents' evenings are held twice a year and you can raise concerns then as well.
- Make an appointment with Mrs Watson our KS1 Special Educational Needs Co-ordinator (SENCO) or Miss McMillan our KS2 SENDCo as soon as you decide it may be appropriate.

The role of the SENCO is to oversee any provision that may be needed for children with Special Educational Needs or are disabled. The SENCOs works very closely with teachers, parents and any outside agencies.

How will school staff support my child?

- All class teachers plan lessons for children in their class who have differing abilities and learning styles.
- The school may refer a child to the relevant external support service(s) which may provide specialist assessment and will advise and support teachers on setting targets for learning, learning strategies, resources and training if needed for the teacher or class Teaching Assistant.
- If a child has been identified with Special Educational Needs, a Personal Learning Plan (PLP) will be planned by the class teacher in consultation with the SENCO, considering any recommendations from any outside agencies.
- A Personal Learning Plan will record what is additional to and different from the year groups curriculum plans. The PLP will focus on 4 or 5 individual specific, measurable, achievable, relevant targets (SMART). This PLP will be discussed with the child and the parents, and will be reviewed termly.
- In some cases, children may work with specialist teachers, teaching assistants or health care professionals.
- A designated SEND governor meets with the SENCOs termly. The school governors have a responsibility to monitor the progress of children in school.

How will the curriculum be matched to my child's needs?

Children with SEND receive support in some or all of the following ways:

- By being provided with high quality first teaching approaches.
- By being ambitious for what the pupil is capable of achieving academically and personally.
- By being provided with an adapted or bespoke curriculum so that the activities provided are matched to the child's ability and to ensure progress.
- Supported by the class teacher, working in small groups or individually according to their needs.
- Small group or individual work with teaching assistants following an individual/group programme of work. This could be in class or withdrawn support.
- When appropriate, work with external specialist staff.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- In addition to parent's evenings the class teacher will be available for a brief update before and after school.
- You can request an appointment to see the class teacher, SENCO or Headteacher.
- The class teacher will discuss Pupil Learning Plans with you and any advice offered by you on how to meet your child's needs will be included in your child's PLP. PLPs will be reviewed termly.
- By communicating carefully with parents we ensure that you understand the purpose of any intervention programme and support you through any procedures.
- A baseline assessment using the Early Years Foundation Stage Profile is undertaken from point of entry into Early Years. This can indicate areas of concern and alert teachers to children who have particular difficulties, some of whom might have special needs

We assess the child's learning continuously and more formally once each half term. The results are entered on our tracking system where progress is monitored in each subject by your child's class teacher, subject leaders and senior management team.

What support will there be for my child's overall wellbeing?

- Leigh St Mary's is a very caring school and we place great importance on the welfare of the children. Parents are free to come in and discuss any problems which may affect their child's work or behaviour.
- If, however we feel a problem is developing, we will ask you to come in and discuss this with the class teacher and/or Headteacher.
- If a child is experiencing ongoing emotional or behavioural difficulties then an Individual Behaviour Plan (IBP) will be drawn up which will identify specific targets for a child to work towards.
- If your child requires medical support then we will set up a Health Care Plan so that all staff in school know the needs of your child and how they will contribute to meeting them.
- Medicines will be administered in school after a medical form has been filled in and signed by a parent/carer.

- The responsibility of applying local safety procedures on a day-to-day basis rests with all staff including senior leadership team, teachers, support staff, admin staff and lunchtime staff.

What specialist services and expertise are available or accessed by the school?

The School SENCOs have experience in a wide range of issues relating to children with SEND and continues to attend training to keep up to date with developments. All staff receive regular training in a range of SEND subjects which are planned according to the needs of the children in the school. The school can access other services for support if required. Please see the table below for advice services.

Support Service	What does it mean?	How do I get this help for my child?
Targeted Educational Support Service (TESS)	TESS teacher will provide strategies for teachers and teaching assistants to support specific children.	School can arrange this support.
TESS Behaviour Support Service	The team will support school to implement behavior management strategies for specific children if required.	School can arrange this support.
Educational Psychology Service	Our school's Educational Psychologist will support both parents and school to implement strategies and interventions for children with significant learning needs.	School can arrange this support.
Speech and Language Service	A team of therapists who provide programmes for children with speech and language needs. These programmes can then be administered in school and at home.	School can arrange this support. You can be referred by your GP.

Occupational Health	A team of therapists who will support parents and school with any medical requirements and special access equipment necessary for specific children.	School can arrange this support. You can be referred by your GP
School's Outreach Service	A team based at Hope School who will provide support for schools who have individual children with significant learning needs.	School can arrange this support.
School Nurse Team	Our school nurse is available to offer advice and support for school on medical issues as appropriate. For example toileting problems.	School can arrange this support.
Physiotherapy Service	The service will provide physiotherapy sessions for your child in school if necessary.	You can be referred by your GP
Specialist Sensory Education Team	Work collaboratively with schools to provide effective support for children with hearing loss and/or visual impairments to ensure that they can access the curriculum and achieve the best outcomes possible	Medical professionals refer to this service
Child and Adult Mental Health Service (CAMHS)	The service provides support for children with social, emotional and mental health difficulties.	Your GP or school can arrange this support.
Early Help and Prevention Team	The service can provide support for parents who are struggling to cope at home with children's behaviour or social and emotional needs. They will provide a link to other	School can arrange this support.

	agencies that can provide support as necessary.	
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What training are the staff supporting children with Special Educational Needs or Disability had or are having?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues. Staff have had training in the following areas:

- Changes to the SEND and the introduction of the new Code of Practice
- Sounds Write (all staff) - Phonics
- EAL training (all staff) – English as an additional language
- Team Teach (all staff) – Behaviour strategies
- Drawing Club – Speech and language
- Time to Talk – Speech and language
- Paired Reading – Reading boost strategy
- Every child a talker – Speech and language
- Maths Recovery – Maths intervention
- Numicon training – Maths support
- Autism training –Social Communication and Interaction needs
- Nurture group – Social and emotional support
- Lego Therapy – Social and emotional support
- Catch me Being Good – Behaviour strategies
- Attachment Theory Training – Social and emotional support
- Are You Really Reading Training – reading support
- ARK – Maths Mastery
- Maths Hub training

How will my child be included in activities outside the classroom including school trips?

- All children are able to access all of the activities of the school. Consultation with parents/carers of children with SEND will be made if necessary.
- Staff carry out risk assessments before any trip and adult to pupil ratio is planned accordingly.

How accessible is the school environment?

The school is accessible for people who are wheelchair users and has toilet facilities for the disabled. We are happy to discuss any other accessibility needs on an individual basis.

How will the school prepare and support my child to join the school transfer to a new school or the next stage of education and life?

For children joining Leigh St Mary's in Reception Class, in the Summer Term before your child starts school, your child's new class teacher will gather information about your child through visits to nurseries and through home visits. A huge emphasis is placed upon all children making a successful start to primary school and there are many events arranged in the summer term to help your child get to know Leigh St Mary's. These events include three 'Get Set for School' sessions and a teddy bear summer project.

If your child is joining Leigh St Mary's from another school we work hard to ensure this transition is well supported.

- Before starting school, your child will be invited to visit the school and spend time with the adults and children who will be in their class.
- Teaching staff meet to transfer records and the children visit to familiarise themselves with the building and to meet the staff. All these preparations help to ensure that the transition is a happy and successful one.

When your child is in Year 6 and getting ready to move on to high school, transition planning plays an important role.

- Close links are maintained with Bedford High School, where the majority of pupils move onto in Year 7.
- Close links are also established with a range of secondary schools within the local area such as Lowton High School, Golborne High School, Westleigh High School, Culcheth High School and St Mary's High School.

Enhanced Transition:

- For children with special educational needs, enhanced transition packages may need to be arranged. These will be personalised to individual needs at the time of transition.
- Where children in Year 6 have Education Health and Care Plans, meetings will be held with the Local Authority to help families determine the best high school choice for your child.

Possible transition support may include:

- ✓ Visits to the new environment

- ✓ Meeting the new teacher and support staff
- ✓ Carrying out transition activities such as a day in the new class or a meet the new teacher activities
- ✓ Teachers and support staff transition meetings
- ✓ Opportunities to meet new parents
- ✓ Creating Pupil Passports
- ✓ Creating One Page Profiles
- ✓ Sharing examples of pupils' work
- ✓ Sharing assessment data
- ✓ Sharing knowledge of successful interventions
- ✓ Sharing Pupil Learning Plans (PLPs), Individual Behaviour Plans (IBPs), Positive Handling Plans (PHPs), Pastoral Support Plans (PSPs), Education, Health and Care Plans (EHCP)
- ✓ Sharing knowledge of external agency involvement
- ✓ Creating social stories for individual pupils with more complex needs

How are the school's resources allocated and matched to children's special educational needs?

The school Special Educational Needs budget is allocated in the following ways:

- Staffing
- Staff training programmes
- Intervention programmes
- Resources

How is the decision made about what type and how much support my child will receive?

- These decisions are made by class teacher, SENCOs, parents and senior leadership team.
- Decisions are made following careful monitoring of progress and resources available in school.
- Advice may be taken from outside agencies.
- If additional support is needed beyond the school budget then, with the parent/carers permission, an Educational Health and Care Plan may be applied for. The Local Authority may then decide to fund additional support.
- Any support your child is receiving will be discussed with you and we will support you through any procedures.

How are parents involved in the school? How can I be involved?

We believe that the partnership between school and parents is important in enabling children with SEND to achieve their potential. Parents hold key information and have a critical role to play in their child's education. Parents are encouraged to become involved and account is taken of their wishes, feelings and perspectives on their child's development.

- The school has a positive attitude towards parents and will acknowledge and draw on parental knowledge and expertise in relation to their child.
- The school will tell parents when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action.
- Through careful communication, the school ensures that parents understand procedures and have knowledge of their child's entitlement within the SEND framework.
- The school recognises the personal and emotional investment of parents and tries to be aware of their feelings.
- The school respects the differing needs of parents themselves such as a disability or communication barriers.
- The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints.
- The school gives parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- The school holds a regular SEND parent forum where parents and carers can gather to share information and provide a support network for each other.
- The school has a SEND information notice board that is updated regularly and can be found on the main corridor.
- The school has SEND parent drop-in sessions with the school SENCO every Wednesday morning from 9.00 am until 9.30 am.

Who can I talk to for further information?

If you wish to discuss your child, the first person you should talk to is your child's class teacher. An appointment for a suitable time can be made.

If you are concerned about your child you can talk to Mrs. Watson (Headteacher and Key Stage 1 SENDCo), Miss McMillan (Key Stage 2 SENDCo), Mrs Coop Deputy Headteacher or Mrs Wilkinson Pastoral Manager. An appointment can be made for a meeting or a chat

about any concerns, big or small. If you need any additional support for yourself and your family we can help you find the appropriate agency or organisation.

If you are considering our school for your child, you should speak to the Headteacher, Mrs. Watson who can give you further information and arrange for a visit to look around the school. Every year we have an Open Day/Evening, during November.

(This information report should be read along with the school's Special Educational Needs and Disability Policy)